DOCUMENT RESUME

ED 218 331 TM 820 372

AUTHOR Forsyth, Robert A.
TITLE Survey of ITED Testing Programs in Iowa High Schools.
INSTITUTION Iowa Testing Programs, Iowa City.
REPORT NO ITP-RR-8
PUB DATE Mar 82
NOTE 28p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *High Schools; *Program Effectiveness; Research Reports; Standardized Tests; *State Surveys; Student Motivation; Teacher Attitudes; *Testing Programs
IDENTIFIERS *Iowa

ABSTRACT

A statewide survey of ITED testing programs was conducted to provide more useful materials to test users, better services to Iowa high schools, and to enable high schools to improve the effectiveness of their ITED programs. A two-part questionnaire was developed and sent to the testing directors of 429 public and private high schools in November, 1980 and January, 1981. Conclusions drawn from the survey results were that Iowa high schools are generally satisfied with ITED testing programs. There were indications that student motivation for taking tests could be better. It is believed that a major factor influencing student motivation is the attitude of teachers toward the tests. Testing directors who would like their teachers to have a more positive attitude toward testing should consider adopting a method to distribute ITED scores to teachers as soon as scores become available, providing help to the teachers in the interpretation and use of scores, and informing teachers regarding the administrators' and counselors' use of test scores. (PN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED218331

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

IOWA TESTING PROGRAMS RESEARCH REPORT

NUMBER 8—MARCH 1982

Survey of ITED Testing Programs in Iowa High Schools

ROBERT A. FORSYTH

TM 820 372

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. A. Forsyth

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IOWA TESTING PROGRAMS

RESEARCH REPORT

Survey of ITED Testing Programs in Iowa High Schools

Robert Forsyth
University of Iowa

INTRODUCTION

During the 1980-81 school year, Iowa Testing Programs conducted a statewide survey of the ITED testing programs in Iowa high schools. The major purpose of the survey was to answer the following four questions:

1. What pretesting activities do the high schools in Iowa use with their ITED testing program?
2. How do the schools actually administer the ITED?
3. How do Iowa high schools use the ITED results?
4. How useful are the ITED results to Iowa high schools?

We believed that the answers to these questions would be of interest both to Iowa high schools and to Iowa Testing Programs. The information gained would help us make the tests, test manuals, and other supplementary materials more useful to test users and provide better services to Iowa schools. In addition, the survey was seen as a means of enabling Iowa high schools to share with each other information and ideas about their testing practices that might be of use to them in their efforts to improve the effectiveness of their ITED programs.

This report first describes briefly the procedures used to gather the survey data and then presents some of the most pertinent results.

PROCEDURES

To obtain information about ITED testing programs in Iowa high schools, a two-part questionnaire was developed. Part I of the questionnaire dealt with questions 1 and 2 above, while Part II addressed

issues 3 and 4. The complete questionnaires are not reproduced in this report; however, major portions of these instruments are presented in the next section.

Part I of the survey was sent in November, 1980, to the testing directors of the 429 public and private high schools that had participated in the 1980 Fall Testing Program for Iowa High Schools. The person designated on a school's registration form as the one to receive the ITED results was assumed to be the school's "testing director." A cover letter with Part I of the questionnaire requested that it be given to the person with major responsibility for the school's ITED program if the person who had received it was not in fact in charge of the testing program. (If the questionnaire was given to another person, it was this person who received Part II of the questionnaire.) Of the 429 Part I questionnaires, 392 (91%) were returned. Part II of the questionnaire was sent to the same 429 schools in January, 1981; of these, 383 (89%) were returned.

Approximately 77% of the respondents were counselors, and approximately 16% were principals. The remaining respondents were teachers, superintendents, or other administrative personnel. The vast majority (about 87%) of the respondents had been responsible for the ITED testing program in their high school for two or more years.

Most of the questions in the survey required the testing director to report specific facts about the ITED testing program, such as how students were informed of the upcoming tests. Some of the survey questions, however, required subjective judgments. One question, for

example, requested an assessment of the level of student motivation for taking the ITED this year as compared to motivation in recent years. Obviously, the subjective nature of the responses to this type of question must be considered when interpreting the results.

RESULTS

The testing directors' responses to the survey are summarized in the following pages. The responses to questions concerning pretesting activities are presented first, followed by responses concerning test administration and the use of the test results.

The information for most questions is summarized in the following format:

1. A question as it appeared on the questionnaire is presented within a box.
2. The number of testing directors checking each option is shown by a hand-written numeral in the space next to each option.
3. For some questions, comments related to the responses are given below the box. The last option for some questions was "other," and respondents were invited to amplify their choice of "other" with a written response. Frequently, the comments that accompany a given question summarize these written responses.

Pretesting Activities

How far in advance of testing were the students informed of the forthcoming administration of the ITED?

182 A. About two weeks before the tests were given
170 B. About one week before the tests were given
21 C. One or two days before the tests were given
19 D. Other (Please specify) _____

As noted previously, hand-written numerals indicate the number of testing directors checking a specific response.

How were students informed that they were to take the ITED this year?

91 A. A special announcement was read to the students by the homeroom teacher.
113 B. A special announcement was made over the P.A. system.
21 C. A circular was distributed to all students.
235 D. The regular daily bulletin contained the announcement.
112 E. Other (Please specify) _____

1. Other methods used to inform students included:

   a. a note placed in the school newspaper.

   b. a counselor visiting each homeroom and discussing the tests.

   c. subject matter teachers announcing the tests in class.

2. In a few schools, the previous year's test results were discussed when the ITED testing program was announced.

3. In response to a different question, 45 testing directors indicated that the leaflet Your Scores on the ITED and What They Mean was used before testing to acquaint students with the nature and purposes of the tests.

Were the parents notified by the school prior to testing when the tests were to be administered?

244 A. Yes
141 B. No

If yes, how were they notified?

24 a. Special announcement or letter mailed to the home
144 b. Announcement in regular newsletter or bulletin mailed to the home
122 c. Listing on school calendar
6 d. Students were given an announcement to take home.
12 e. Students were notified and asked to tell their parents.
39 f. Other (Please specify) _____

1. Some schools used more than one method to notify parents.

2. Several schools used the school newspaper and/or the local newspaper to inform parents.

Was a teachers' meeting held to discuss the ITED testing program prior to testing this year?

234 A. Yes

152 B. No

If yes, which of the following best describes the type of meeting it was?

67 a. A special meeting called specifically for the purpose of discussing the testing program

67 b. A regularly scheduled teachers' meeting in which the main topic was the forthcoming test administration

91 c. A regularly scheduled teachers' meeting in which the ITED administration was one of several topics considered.

9 d. Other (Please describe) _____

If yes, what topics were discussed? (Please check each topic that was covered.)

191 a. How to administer the tests

206 b. Student motivation for the tests

90 c. Uses of test results by administrative personnel

98 d. Uses of test results by counselors

135 e. Uses of test results by teachers

78 f. Procedures for explaining results to students and parents

12 g. Other (Please specify) _____

If yes, how often are such meetings held?

9 a. Every year for new personnel

188 b. Every year for all faculty

25 c. Every other year for all faculty

17 d. Other (Please specify) _____

If yes, who was expected to attend the meeting?

5 a. New members of the staff only

153 b. All members of the teaching staff

71 c. All teachers, administrators, and counselors

29 d. Only those who would be administering the tests

7 e. Other (Please specify) _____

If no meeting was held at which the ITED were discussed, how have administrators, counselors, and teachers learned about the nature and purposes of the ITED?

53 a. By reading the test manuals

52 b. By reading a memo prepared by you or an administrator

75 c. From meetings in previous years

24 d. Other (Please specify) _____

Some of the testing directors noted that, while no formal meeting was held, they did discuss the ITED program with each new teacher.

Have the ITED tests been systematically reviewed by the faculty, either this year or last year?

195 A. Yes
194 B. No

If yes, what group(s) evaluated the tests? (Check as many as appropriate.)

121 a. Individual teachers in the relevant areas reviewed the tests in their areas.
36 b. Committees of teachers in the relevant areas reviewed the tests in their areas.
44 c. All teachers reviewed the entire test battery.
13 d. Other (Please specify) _____

If the tests were not reviewed within the last two years, when did the faculty last review the ITED tests?

47 a. Never
19 b. 2 years ago
31 c. 3-4 years ago
34 d. More than 4 years ago

1. The authors of the ITED encourage schools to undertake a systematic examination of the tests. Pages 37 and 38 of the Manual for Administrators and Testing Directors briefly discuss issues that should be considered when reviewing the tests.

2. Those who answered yes to this question were asked to describe the reviewers' general impression of each test, using the following scale:

   a. Most of the items measure program objectives considered important by our reviewers.

   b. Approximately half of the items measure program objectives considered important by our reviewers.

   c. Very few items measure program objectives considered important by our reviewers.

   The percentage of testing directors checking either (a) or (b) ranged from 94% (Test SS) to 9?% (Test E and Test L).

3. In response to other related questions, 238 testing directors indicated that the test booklets were readily available for

examination by teachers before testing, while 142 reported that the booklets were not readily available. Also, 260 testing directors noted that the test booklets were available for teachers to study after the test results were received, while 122 indicated that the booklets were not available at this time.

Administering the Tests

What testing schedule did you use this year?

57	A.	Two sessions on a single day
235	B.	Two sessions, one on each of two consecutive days
4	C.	Three sessions, two on the first day and one on the second day
2	D.	Three sessions, one the first day and two on the second day
57	E.	Three sessions, one on each of three consecutive days
39	F.	Other (Please specify) _____

1. The most common "other" testing schedule was to administer the tests in five sessions.

2. In response to another question, eight testing directors noted that they had administered the tests in two sessions on a single day and would definitely change their testing schedule next year. These directors identified student fatigue and frustration during the second session as the major reasons for administering the tests on two or more days next year.

3. We strongly encourage schools to use a minimum of two days to administer the tests.

How were the ITED administered this year?

125 A. Homeroom teachers administered the tests to their homeroom classes.

95 B. Directions were given over the P.A. system and the homeroom teachers proctored the tests.

62 C. Large groups were convened according to grade in the auditorium, gym, etc.

19 D. Large mixed-grade groups were convened in the auditorium, gym, etc.

98 E. Other (Please specify) _____

1. The vast majority of the "other" responses involved the administration of the tests in small groups formed in various ways (e.g., dividing students within each grade into groups of 25 or less on the basis of the initial letter of their last names).

2. In response to another question, ten testing directors indicated that they would administer the tests in small groups next year, rather than in the large groups they had used this year.

When students miss one or more of the tests on the regularly scheduled days, do you try to have them make up the tests at a later time?

364 A. Yes

28 B. No

If yes, what procedures were used?

120 a. Students who were absent were held out of class to attend special make-up sessions, following the same schedule that was used in the main test administration.

219 b. Students who were absent took the tests during study halls and free periods until all tests were made up.

39 c. Other (Please specify) _____

Were test proctors asked to identify students who were not trying to do their best?

336 A. Yes
54 B. No

If proctors were asked to identify students who did not take the tests conscientiously, were they provided with any guidelines for identifying such students?

184 a. Yes
145 b. No

If yes, please describe these guidelines briefly. _____

The two major guidelines provided to the proctors were:

a. extremely early completion of a test.

b. pattern marking of the answer sheet.

Among students generally, how did the level of motivation for taking the ITED this year compare to recent years?

149 A. General motivation was better than in recent years.
20 B. General motivation was worse than in recent years.
209 C. General motivation was about the same as in recent years.

1. Regardless of how good a test is, if the examinees are not motivated to do their best, the test cannot yield truly accurate results. Thus, it is extremely important that teachers, counselors, and administrators attempt to motivate students to work conscientiously.

In response to another question, 273 testing directors indicated that their schools had undertaken a systematic effort to motivate students to do their best on the ITED this year. Almost all of

these special efforts involved attempts to communicate to the students why the school personnel thought the tests were valid and important and how the tests were useful to the students and the school.

2. The attitude of teachers toward the testing program is probably the most important factor affecting student motivation. If teachers are openly critical of the program or make no attempt to use the results, students will have ample reason to question why the tests are being given. Indeed, if such attitudes are common among the teachers, the purposes of the program should be reexamined.

It has been our experience that when teachers are critical of or uninterested in the testing program, it is usually because they do not understand the nature and purposes of the tests. Sometimes teachers who have made a careful evaluation of the tests have been disappointed that the tests don't measure more of the immediate objectives of their individual courses. The primary purpose of the tests, however, is not to assess knowledge of the specific content of individual courses but rather to measure the extent to which students are achieving important long-range objectives that are the major goals of all courses within a given program area. For example, in the social studies test very few questions are based on the specific content of any particular social studies course. However, many of the questions attempt to measure the achievement of generalized skills such as the

ability to recognize an author's motives or argumentative technique and the ability to differentiate fact from opinion. Most social studies teachers will agree that these generalized skills are important and that students should show growth with respect to them as they proceed through high school.

To the extent that teachers are aware of and agree with the objectives measured by the ITED, teacher-led classroom discussions of the test content and test objectives before the tests are given can be a great aid to student motivation. Such discussions can include examples of test content and objectives drawn from the Manual for Teachers, Counselors, and Examiners; the importance of the general skills and objectives measured by the ITED might also be considered, and ways in which the teacher plans to use the test results can be shared as well. (Pages 43-51 of the Manual for Teachers, Counselors, and Examiners provide a detailed discussion of how classroom teachers can use the ITED results.) Respondents who reported an improvement in motivation this year often mentioned that these procedures were used either by the classroom teacher or the counselor.

When the test results have been returned to the school, teachers can discuss their observations about the results with their classes. Thus, for example, if a social studies teacher notes that the students in an American history class all seem to be relatively weak on Test SS, the teacher might inform the class about the types of learning activities that are being planned to increase achievement in these social studies skills.

3. Standardized tests are sometimes criticized because they are mistakenly seen by students as a means of evaluating their personal worth. Obviously, school personnel should do as much as possible to convey to students that their test scores do not have any implications for their worthiness as human beings. Rather, teachers should emphasize that the primary purpose of the tests is to provide information about educational achievement that can be useful to the students and to the school.

Last year or this year did your school use Field 1 of the numeric grid to identify subgroups whose average ITED scores were of interest?

56 A. Yes
329 B. No

If yes, what kinds of subgroups were identified? (Check as many as appropriate.)

2 a. Students in traditional vs. experimental curricula
10 b. Ability groups
6 c. General curriculum groups
12 d. Groups having certain post-high-school plans
7 e. Groups from different junior high schools
22 f. Other (Please specify) _____

Last year or this year did your school use Field 2 of the numeric grid to gather information about students' post-high-school plans?

158 A. Yes
223 B. No

Last year or this year did your school use Fields 3 and 4 of the numeric grid to code additional information about students?

31 A. Yes
383 B. No

If yes, indicate the general type(s) of information coded. (Check as many as appropriate.)

9 a. Scores from ability tests
9 b. Grade-point averages
10 c. ITED scores from a previous year
3 d. Scores on other achievement tests
12 e. Other (Please specify) _____

The numeric grid on the ITED answer sheet is an extremely flexible device for bringing together on the list report valuable information about individual students, such as post-high-school plans, grade averages, or other test scores. It can also be used to obtain a separate item analysis and mean scores for locally

identified groups within each grade. The responses to these questions indicate that the numeric grid is not extensively used. A detailed discussion of the possible uses of the grid is given on pages 14-19 of the Manual for Administrators and Testing Directors. We strongly encourage testing directors to consider the possibility of using the numeric grid as part of their ITED program.

Using the Test Results

After the ITED results were received this year, were any teachers' meetings held to discuss the interpretation and use of the test results?

242 A. Yes
142 B. No

If yes, which of the following topics were discussed? (Check as many as are appropriate.)

___ a. Uses of test results by teachers
___ b. Uses of test results by administrators
___ c. Uses of test results for counseling
___ d. Interpreting test results to students
___ e. Interpreting test results to parents

Did someone prepare a "testing report" for your school, summarizing the ITED results this year?

300 A. Yes
83 B. No

(A) If a report summarizing the ITED results was prepared, to whom was it given or presented? (Check as many as are appropriate.)

212 a. Administrators and counselors
226 b. The entire teaching faculty
16 c. Of the teaching faculty, only the department heads of the basic subject areas
173 d. The school board
5 e. The parent-teacher association
36 f. The student body
44 g. The local news media

In response to another question, 253 testing directors indicated that this "testing report" also included test results from previous years.

Which of the following statements best describes the reporting of test results to students in your school this year?

232 A. ITED scores were reported to most students along with individual interpretation.
152 B. ITED scores were reported to most students; the leaflet Your Scores on the ITED was given without additional personal interpretation.
9 C. ITED scores were reported to most students; no systematic attempt was made to provide interpretation of the scores.
6 D. ITED scores were reported in special cases only.
6 E. ITED scores were not reported to students.

How were the results reported to the students?

100 A. The counselor met with each student individually.
174 B. The counselor met with small groups of students.
14 C. Teachers met with students individually.
71 D. Teachers discussed the results with homeroom or class groups.
76 E. Other (Please specify.) _____

Some testing directors indicated that the results were not reported directly to the student but were mailed to the parents or given to the parents at parent-teacher conferences.

What materials did the students receive when their test results were reported? (Check as many as are appropriate.)

251 A. Pupil Profile Card
335 B. Your Scores on the ITED leaflet
70 C. Adhesive labels
40 D. Other (Please specify.) _____

The other materials identified by respondents were usually previous ITED scores. These were used so that students could see their growth on the tests.

When the ITED results were reported to the students, which of the following topics were discussed? (Check as many as are appropriate.)

346 A. What the scores represent (e.g., PRs)
275 B. What the profiles can show
271 C. How the test scores can be used to look at growth in the areas tested
153 D. How teachers can use the results
174 E. How the counselor can use the results
64 F. How the principal can use the results

Was there a formal procedure to report the test results to parents?

168 A. Yes
207 B. No

(A) If yes, how were the results reported?

91 a. At parent-teacher conferences
27 b. At a parent-counselor conference
55 c. The results were sent by mail along with some interpretive material.

5 d. The results were distributed at a meeting of interested parents; a general discussion about interpretation of ITED scores was presented.
23 e. Other (Please specify.) _____

If there was no formal reporting of the test results to parents, please indicate which of the following statements describes how parents were informed that the test results were available?

129 a. Students were asked to tell their parents that the test results were available.
13 b. Parents were sent a letter informing them that the results were available.
78 c. An announcement was printed in the school newsletter or bulletin.
29 d. No general announcement about the availability of test results was made.

1. Many schools (141) used the Your Scores on the ITED leaflet when reporting test results to parents.

2. Some schools indicated that students were asked to take the results home and show them to their parents.

What assistance was provided to those who helped students and/or parents interpret the test results? (Check as many as are appropriate.)

116 A. A general meeting of teachers was held at which interpretation was explained by the principal, guidance counselor, or testing coordinator.

46 B. Individualized or small group meetings were held with the principal, guidance counselor, or testing coordinator.

35 C. There were no organized meetings, but teachers were encouraged to consult with other personnel before attempting interpretation.

68 D. Teachers were given (or already had) the ITED teacher's manual and were encouraged to make use of the sections on interpretation.

73 E. No specific or general instructions were given.

In many schools, counselors provided all of the interpretation of test results. Therefore, no general or specific instructions were needed for other members of the faculty.

How did teachers of subjects related to the ITED subtest areas obtain information about their students' ITED scores?

46 A. The Pupil Profile Cards were sent to each of these teachers.

101 B. A copy of the List Report was sent to each of these teachers.

29 C. The results were sent to each homeroom teacher, and other teachers could go to that teacher for information.

211 D. The results were placed in the cumulative records where teachers could look them up.

9 E. The results were not available to teachers except in unusual situations.

114 F. Other (Please specify.) _____

1. The vast majority of the 114 "other" responses indicated that the test results were available in the office of the counselor and/or the department chair.

2. The responses to this question indicate that in many schools the ITED test results for individual students were not sent directly to the students' classroom teachers. As part of the regular scoring service, a school receives two copies of each

student's scores on adhesive labels which can be easily attached to the cumulative record folder and to the Your Scores leaflet usually given to each student. In addition, a school receives four copies of each student's scores in the form of Pupil Profile Cards, which are intended primarily for distribution to teachers in the content areas related to the ITED subtests. These teachers can use the ITED scores of their students to improve instruction and to better understand their students' strengths and weaknesses. (Pages 43-51 of the Manual for Teachers, Counselors, and Examiners discuss in some detail the use of the ITED results by classroom teachers.) Whether clerical personnel sort the Pupil Profile Cards into packs for each teacher or students themselves distribute their cards to their teachers does not matter; what is important is for teachers to receive their students' test results as soon as possible. When teachers do not receive test results, they cannot be blamed for feeling that the tests are of no use to them and for unconsciously conveying this feeling to their students. Since a positive teacher attitude is fundamental to good student motivation, providing teachers with their students' scores and with some help in using and interpreting them will definitely increase the effectiveness of a school's ITED program.

Several possible uses of the ITED results by teachers are listed below. Please indicate the approximate percentage of teachers in your school (in the math, science, social studies, and language arts areas) who use the test results for these purposes, to the best of your knowledge.

	More than 50%	About 25%	About 10%	None
A. As an aid in understanding the strengths and weaknesses of individual students	121	142	91	18
B. As an aid in assessing individual student growth in the different areas tested	83	135	108	40
C. As an aid in understanding the strengths and weaknesses of groups of students	145	110	77	40
D. As an objective assessment of the general level of a student's educational development in the areas tested	132	110	92	32
E. As an aid in the evaluation of curricula	92	102	107	61

Which statement, if any, describes the way in which the ITED results are typically used by teachers of subjects other than those directly related to the areas tested?

40 A. They utilize the test information in course planning, grouping, setting standards, etc.

242 B. They occasionally consult the results for students about whom they wish more information.

125 C. They rarely, if ever, seek out ITED results.

8 D. Other (Please specify.) _____

Another question in the survey asked the testing directors to assess the general usefulness of the ITED results for teachers, using the following scale: Very Useful, Of Some Use, Of Doubtful Use, Of Essentially No Use. Approximately 27% of the respondents indicated that the results were very useful to teachers, and approximately 62% noted that the results were of some use.

Some of the possible administrative uses of the ITED results are listed below. Please put a check on the blanks in front of the applications for which the ITED results were used either this year or last year. (Check as many as are appropriate.)

297 A. Identifying strengths and weaknesses of groups of students
277 B. As an aid in assessing the development (growth) of groups of students as they progress through high school
290 C. To gain a better understanding of the general level of development of the local students
277 D. As an aid in the continuing evaluation of the curricula
171 E. As an aid in the selection of students for special programs
98 F. As an aid in evaluating the effects of specific curricular changes (instituted within the last 3 years)
35 G. As an aid in evaluating the effects of specific organizational changes (instituted within the last 3 years)

What was done with the results of these administrative evaluations? (Mark as many as are appropriate.)

126 A. They were presented and discussed at special teachers' meeting(s) to consider implications.
130 B. They were discussed only with teachers of subjects for which the results seemed to have specific implications.
156 C. They were presented to the school board.
22 D. They were released to local news media along with the results themselves.
35 E. They were kept on file in the administrator's or test director's office to await the results from subsequent testing before public disclosure.

In response to another question, 257 testing directors indicated that they thought the majority of teachers in their schools knew how the ITED results were usually used by the administration, while 118 indicated that the majority of teachers in their schools did not. The effectiveness of the ITED testing program will certainly be increased when good communication exists among the various groups of test users. Teachers should know why administrators believe the ITED results are valuable and how they

actually use them. (An extensive discussion of the uses administrators can make of ITED results is given on pages 24-33 of the Manual for Administrators and Testing Directors.)

When asked to evaluate the general usefulness of the ITED results for administrators, approximately 93% of the testing directors indicated that the results were either very useful or of some use.

Several possible uses of test results by counselors are listed below. Please put a check on the blanks in front of the activities for which the ITED results have been used this year by the counselor(s) in your school.

		Very Useful	Of Some Use	Of Practically No Use
351	A. Immediate educational guidance: e.g., making course choices, planning study time, etc.	133	177	27
358	B. Long-range educational guidance: e.g., college attendance decisions	133	194	18
329	C. Vocational guidance	55	227	38
336	D. Identifying and advising under- and over-achieving students	132	175	21

If you are the counselor, please indicate after each activity you marked the degree to which you find the ITED results useful for that application.

1. On the basis of these responses, it appears that the vast majority of counselors in Iowa high schools feel that the ITED results are useful for a variety of purposes.

2. In response to another question, 266 testing directors noted that they believed the majority of teachers in their schools knew how the ITED results were usually used by counselors, while

110 indicated that the majority of teachers did now know how counselors used the ITED results.

A FINAL COMMENT

Based on the results of this survey, it seems reasonable to conclude that Iowa high schools are generally very satisfied with their ITED testing programs. The responses of the ITED testing directors indicated that the majority of teachers, counselors, and administrators consider the ITED results useful for a variety of purposes. In some schools, however, there were indications that student motivation for taking the tests could be better, particularly in grades 11 and 12. Approximately 270 testing directors reported that their schools had undertaken special efforts in the last year to improve student motivation.

It is our firm belief that a major factor influencing student motivation is the attitude of teachers toward the tests. When teachers are convinced of the usefulness and importance of the tests, students generally will sense this and be better motivated than when teachers are indifferent or negative about the testing program. Therefore, schools that are concerned about student motivation should first ask themselves whether their teachers are convinced of the value of the testing program.

Testing directors who would like their teachers to have a more positive attitude toward testing should consider the following two questions:

1. Do teachers know how the ITED results are used both by the administration and by the counselors?
2. Do classroom teachers receive the ITED results of their students as soon as they are returned to the school?

The responses to this survey indicated that about 30% of the testing directors thought that the majority of teachers in their schools did not know how the ITED results were used either by administrators or by counselors. Also, in approximately 240 schools the test scores of individual students (available on the Pupil Profile Cards, list reports, and adhesive labels) were not sent directly to classroom teachers. Typically, teachers in these schools had to go to the cumulative record to examine a student's test scores.

If the answers to the two questions above are no, then some relatively simple procedures can be implemented that will almost certainly improve teacher attitude. First, some method must be adopted to distribute the ITED scores to classroom teachers as soon as they become available. Second, teachers should be given some help in the interpretation and use of these scores. Providing teachers with the teachers' manual would be one useful action that could be easily undertaken. Finally, teachers should be informed about how the administration and the counselors use the test scores. We definitely believe that increasing teachers' involvement with the information obtained by the testing program will not only improve teachers' attitudes toward the tests but will also ultimately lead to improved student motivation.